

	AUTUMN			SPRING			SUMMER												
YEAR 5/6 CYCLE B	Spy School			It's a Small World			All things classic												
SUBJECT NARRATIVE	Main Text: <i>Spy School</i> (Gibbs) / <i>Stormbreaker</i> (Horowitz)			Main Text(s): <i>Running Wild</i> (Morpurgo) <i>Zoo</i> (Browne),		Main Text(s) <i>Animalium</i> (Broom)	Main Text(s) <i>Daisy</i> (Gray), <i>Romeo &amp; Juliet</i> (Shakespeare) (Tony Ross / Marcia Williams versions) <i>Tadpole's Promise</i> (Willis)												
	Action story	Instructions (How to make a periscope & cooking instructions)	Letter writing (Headteacher)	Discussion and persuasion texts (Should we have zoos?)	Descriptive scene (Running Wild)	Explanation - evolution (Animalium) Biography – Darwin (Sci)	Passover recount (RE)	Daisy story / Classic text	Performance (End of year performance)										
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	<ul style="list-style-type: none"><li>▪ Choosing the writing implement that is best suited to the task</li></ul> <p><b>CONTEXTS FOR WRITING:</b></p> <ul style="list-style-type: none"><li>▪ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>▪ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul>	<ul style="list-style-type: none"><li>▪ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>▪ Proofread for spelling and punctuation errors</li></ul>	<ul style="list-style-type: none"><li>▪ Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>▪ Identifying and discussing themes and conventions in and across a wide range of writing</li></ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"><li>▪ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>▪ Asking questions to improve their understanding</li><li>▪ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li></ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"><li>▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul> <p><b>PREDICTION</b></p> <ul style="list-style-type: none"><li>▪ Predicting what might happen from details stated and implied</li></ul>	<ul style="list-style-type: none"><li>▪ Provide reasoned justified for their views</li></ul>
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